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ABSTRACT

A literature review, undertaken in preparation for a study of French regional needs for workforce English language instruction at the college level, covers research on this topic in areas of France and other non-English-speaking countries, student perspectives on language needs and motivation for learning English, linguistic issues in addressing language needs in various professions and vocations, instructional implications of these issues, and the role of needs assessment in developing instructional programs. It is concluded that question of English language usage and needs in the workplace is a relevant and topical subject, not only in France but also in other countries, and that researchers focused on various aspects of language use, including which skill types were used most often: e.g., written vs. oral language; the kind of language needed in professional situations (formal vs. informal); and how often English is used. The process and purposes of need assessment and conditions favorable for implementation of change are also of common concern. Contains 33 references. (MSE)

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ENGLISH USAGE AND NEEDS IN THE WORKFORCE

REVIEW OF THE LITERATURE AND RELEVANCE

TO HIGHER EDUCATION CURRICULUM DEVELOPMENT

Marti A. Dechesne

Abstract--- A review of available literature was conducted in preparation for launching a research project into the usage and needs of English in the workforce in Southern France and defining the implications for higher education curriculum development. Included are the areas of English usage in the workplace in France and other non-native English countries, student perspectives, linguistic issues and program implications, needs analysis, and curriculum change. The information gathered was used as the theoretical and practical basis for the research--the results of which will be published in a future article.

Introduction

There have only been three studies noted in the literature that explore English language needs and usage in the workforce in France: Bertin and Bertin in 1993, Haissinski and Maury in 1990, and Springer in 1992. No studies for the area of southern France have been identified nor were any studies available concerning a survey of pedagogical practices currently in use in

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French universities. Bertin and Bertin (1993) developed a curriculum for the Institute of International Transportation and Ports in Le Havre in the northwest region of France based on the information gathered from a very small sample (N=20) of questionnaires received from transportation companies in the area. Results indicate that informal reading and writing tasks were used most frequently: reading telexes and forms (46.7 %) and writing telexes and correspondence (55.8%). Talking (34%) or listening (39.6%) on the telephone occupies the majority of oral skills needs. It should be noted that the data is based on a very limited sample.

In a second study, Haissinski and Maury from the Université Paris-Sud (1990) report in their study of businesses in the Paris area that oral expression (in English) posed the major problem for business people, whereas reading was rated as the least problem area. The 225 respondents represented 123 business sectors in the areas of engineering, chemistry, food science, computer science, iron and steel industry, electricity, electronics, medical research, and transportation. It was reported that for those people who use English from daily to monthly, the most frequent usage of English was cited for reading professional literature (81%), followed by writing letters and reports (51%), reading technical manuals and instruction booklets (52%), telephone conversation (50%), and direct communication with foreigners (48%). Less frequently cited usage was reception of foreign visitors (43%), special meetings (34%), talks or presentations (22%), and general meetings (16%). Not surprisingly, multinational organizations use English the most frequently but the amount of difference among the three types of businesses (multinational, export, or non-export) is minimal. The authors report that there was little difference between type of employee--management, engineer, technician--and the amount and type of English usage. It was noted that 71% of the sample report difficulties in using English overall citing conversational English the most difficult (67%) and reading the least (2%). In

addition, results indicate that the same pattern is found for technical English: 51% reported difficulty in conversational technical English and only 18% for reading and writing in technical English.

Although Springer (1992) from the GRETA Language Center at the Académie de Strasbourg, France, did not actually conduct a study of current language usage, he emphasizes the difference between English language courses in general and the need to explore English for specific purposes. He notes that it is important to establish a link between the language needs of people in the workforce and the creation of programs to meet those changing needs. For example, continuing education classes for employees of SNCF (the railway system company) were set up through the Language Center by first analyzing the specific needs of the company. Springer notes that, classically, English classes have concentrated on written and oral comprehension, and written and oral expression. Springer further delineates the professional language needs and the corresponding training requirements. Needs were those

(1) tied specifically to the job description (such as frequent telephone contact with foreign companies translates into the need for specific telephone skills); (2) needs linked to the absence of a particular competence (for example, a promotion or foreign business opportunity means a more global and rapid language acquisition is needed); and (3) needs tied to development projects with other countries (such as a collaborative business venture would mean need for cultural knowledge of the other country). Training would be developed as specific telephone skills to meet the first need, rapid language acquisition to meet the second need, and learning about the culture of another country to meet the third type of need.

English Workplace Needs in Other Countries

Furuya (1998) identified the following areas as the most difficult for Japanese and non-Japanese engineers at Japanese corporations abroad: General adult conversation, listening comprehension, general English vocabulary, work-related speaking skills, presentation skills, pronunciation, email writing, technical terms. The items are presented in order of difficulty. Furuya points out that general English skills such as conversation and listening comprehension are much more problematic for engineers and are essential for building and maintaining professional relationships. In her ongoing study, Japanese engineers recommended that interactive oral communication, listening skills, speaking skills, and cross-cultural skills be given more emphasis in engineering programs in Japanese universities.

Louhiala-Salminen (1996:40) describes the results of a questionnaire and interview study conducted with Finnish business professionals concerning their English business communication. She sees the increase in some areas of business language study is

> ...partly due to such multinational and multicultural political and economic developments as the strengthening of the European Union, the establishment of NAFTA, and the increasing importance of the Pacific Rim in world trade. Also, the important role that large multinational companies have in present-day global business has boosted research, especially around cross-cultural topics.

Louhiala-Salminen also referred to Holden's view (presented at a conference in Barcelona, Spain in 1989) that 'we know surprisingly little about language usage and performance in business contexts ...how people use language in business contexts represents one of the most potential social influences on modern life'. The aim of the questionnaire study (Louhiala-Salminen:41) was to cover a representative sample of Finnish business people in various organizational positions and business sectors and "to look at the target group's overall needs of Business English and study their views on their own written communication, its structure, the medium,

and the kind of language required in various professional situations". The sample (N = 395) consisted of business graduates, graduate engineers, and executive secretaries. Results of the study indicate that (a) 90% of the respondents needed English at work; (b) of the respondents that needed English at work, 75% used English daily or weekly; (c) businessmen estimated that they needed oral language skills 52% of the time and written skills 48% of the time; and (d) executive secretaries used more written English skills (57%) than oral language skills (43%). Another interesting finding is that

> the importance of writing has increased along with the introduction of the new electronic media; what was earlier communicated over the telephone, is in many cases more efficiently (saving time, producing a document) done in writing and sending a fax message. Moreover, the present study shows that today's business professionals mostly take care of their own 'correspondence' themselves... (p. 43)

Louhiala-Salminen uses the term "Euro-English" in reference to a mixture of Englishes that is used in European businesses by non-native English speakers from diverse cultures. In summary, the major findings of the study are as follows:

1. the emergence of the concept of Euro-English (a mixture of "different Englishes" for business purposes);
2. that written skills are needed as much as spoken skills;
3. that the "exchange of messages" is the most important situation requiring written skills in English; larger proportion of free writing;
4. the extensive amount of in-house communication;
5. that fax is the dominating medium;
6. that messages are written and handled most often by the sender alone-intermediaries are used rarely;
7. that the language has changed; for example it is less formal, more to the point and more speech-like. (pp. 49-50)

A survey of communication patterns in the Brazilian business community in the Sao Paulo area (Barbara, Celani, Collins, & Scott, 1996) was completed because

> there was no data available about the specific communication skills needs of the business organisations in Brazil. Nor are there data available about the types of communication, both written and oral, most frequently used in those organisations. At the same time,

> however, there is a great demand for courses and/or consultancies from different kinds of public and private organisations in business English/Portuguese. And there is ample evidence, both anecdotal and formal (e.g., from a parallel survey carried out by the University of Liverpool team) that the effectiveness of business communication is a matter of general concern. (p. 57)

A one page questionnaire was developed to study the following variables: (a) size of organization, (b) type of organization, (c) location, (d) language used, (e) type of document produced, (f) subtype of document, (g) medium of delivery, (h) language of documents, and (i) number of documents produced in different languages.

Results of the 214 questionnaires in the study reveal that (1) the great majority (72%) use English to conduct their business either internally or externally; (2) among types of documents--reports, meetings, and memos are the most widely used, (3) greatest use of English and the widest range of document types are made by industrial organizations and by large organizations; and (4) terminology is different for types of documents for not only between the researcher and the organization, but also among organizations. The word document was used for both oral and written modes of communication and no differentiation was made in the data between the two.

In Spain, Garcia-Mayo (1995) carried out a needs analysis study for Health Science students at the Universidad del Pais Vasco by consulting students(N = 105), non-language course professors (N not reported), and pharmaceutical companies (N = 10) in the area. The subject area specialists report that

- English is used for study purposes in the specialists' fields and for work whenever they spend periods of time in foreign laboratories
- Reading and writing are the skills they need most for reading articles in English and contributing to international journals, whereas listening and speaking skills are also needed,

but to a lesser extent. Speaking and listening skills are important because the specialists attend international conferences.

- The content areas encompass the specialist corresponding research areas.

The pharmaceutical companies report that English is the first choice of language, and when asked to rate the linguistic skills their employees need the most, "the order given was reading (100%), listening (88%), speaking (87%) and writing (76%)....The companies emphasized the need for future pharmacists and laboratory technicians to improve their listening and speaking skills because of the increasing tendency to work in collaboration with scientists from all over the world" (p. 508).

Similar needs for listening and speaking skills were reported by Sinhaneti (1994) in his study of Thai businesses, but his results were based on a previous study by Savangvaroros completed in 1983. He reports that at that time listening and speaking skills were needed the most, followed by writing, reading, and lastly, translation work. In addition, according to Sinhaneti the "Thai business community uses English more than 80% of the time to communicate with other business companies inside and outside the country" (p. 5). Complete data on the number of companies and the methodology and procedure of the earlier study was not included in Sinhaneti's study, therefore, further conclusions are questionable.

Moody (1993) completed an assessment of language needs for technical communication in the multilingual speech community of Papua New Guinea. Moody surveyed the language skill use and language needs in the workplace of Papua New Guinea Technical University graduates in the applied sciences, engineering fields, and forestry; but his results focus mainly on the use of language patterns accommodating Tok Pisin and English. A total of 98 graduates completed the questionnaire which dealt primarily with the circumstances and situational use of either Tok

Pisin, one of the most common pidgin languages of New Guinea, and English, which was used as the sole official language of formal education at one point. Of relevance to the usage of English in the workplace, the respondents indicate that the majority of writing that occurs deals with notices, letters and memos. In addition it was noted that "spoken English is used more often than written English" and that "there is a need to simplify English to explain technical concepts in the workplace" (p. 15). A mixture of languages is most commonly used in the workplace between national employees and between employees and customers. The work in New Guinea is of note because of the fact that Papua New Guinea is a diverse speech community with a reported 717 distinct languages spoken as a mother tongue for a population of just over three and a half million.

In Hong Kong, Pennington (1993) from the City Polytechnic of Hong Kong presents a general overview of the language research in Hong Kong. She reports on the lack of research data from the workplace and the problem of the agendas, including "culturally appropriate" agendas, "academically correct" philosophical agendas, and the general lack of rigor in past research in terms of questionnaire design, problems with construct validity and insufficient piloting. She also notes the "problem of contamination of research by specific political liberal or conservative agendas" (p. 8). Encouraging signs are noted in that research techniques have improved with the employment of greater and more accurate sampling techniques, more data from workplace or community contexts, and more standard reporting conventions. Recent data also suggest less negative attitudes towards English whereas in the past English attracted mixed attitudes involving status, Westernization, and arrogance (Pennington, 1993:5).

Wongsothorn (1992), from the Chulalongkorn University Language Institute in Thailand, conducted a survey in the early 1980s to identify

> 1. The extent of English use and the types of English being used and needed by personnel in Thai government agencies, state enterprises and business circles.
> 2. The extent and the purpose of using the skills of listening, speaking, reading, writing and translation.
> 3. The adequacy of English skills obtained from educational institutes. (p. 3)

A total of 486 managers and administrators in Bangkok were included in the study. Results of the study indicate

> government agencies and state enterprises used English moderately whereas business sectors used more English. The ratios of those who needed English at work and those who did not was 1:4. Among the five skills; reading was used most, writing ranked second; listening came third; speaking ranked fourth and translation was fifth....Furthermore, administrators felt that the English skills their personnel had obtained from educational institutions ranged from inadequate to quite adequate. (pp. 3-4)

Sutherland and Lide (1991:1) report in their research conducted at a Japanese computer-assembly plant in Germany

> that the linguistic accommodation Japanese people show toward Americans is not the general rule, but that the Japanese strategy appears to be to concentrate on English as their second language for use in the English-speaking world and then attempt to negotiate it elsewhere: It is suggested that although English is the dominant world language, it does not decrease the need for access to information encoded in other languages, but it does affect the conditions under which the language of communication is negotiated in translingual situations.

Student Perspectives

In a Brazilian English Institute, a study was conducted with 207 students ranging in age from 11-57 years old (Couto & Towersey, 1992). The purpose of the study was to derive a profile for curriculum development. The questionnaire targeted the following areas: (a) student's reason for starting or continuing English courses, (b) type of lessons, and (c) sources of English language and cultural input. The results indicate that although the primary motive for beginning to learn English was to understand films, songs, and other aspects of popular Anglo-

Saxon culture, the motivation for continuing to study English was employment related. The authors also report that

> writing activities, which are in general not very popular are perceived as very helpful to these students' learning, the same holding true for listening comprehension activities. These could be a result of the fact that most learners usually claim to find it difficult to write and to understand English. In addition to writing, grammar is also considered beneficial, but both seem to be considered not enjoyable-possibly boring. (p. 7)

The following motivating factors are named as the main concerns for taking English: (a) they perceive it as a means of profession advancement; (b) they want to take full advantage of spoken and visual media; (c) they want to travel abroad; and (d) they think learning English is part of a good education including a means of professional advancement.

In Garcia-Mayo's (1995) study of Health Science students (N = 105) at the Universidad del Pais Vasco in Spain, students emphasize reading and writing skills when asked what kind of foreign language skills they consider necessary for their professional life. Activities to improve their speaking skills are considered less important than the other three skills. Their top five answers from the 12 choices are reading scientific articles related to my specialty (87%), understanding lectures on pharmacy, dietetics (87%), understanding instruction of lab equipment (69%), being able to take notes in lectures related to my field (58%), having conversations on subject-related topics (48%).

Wongsothorn (1992) from Chulalongkorn University in Thailand surveyed faculty and graduate students in 1980-1981 at seven institutes of higher education. The results indicate that the four skill areas of reading, listening, reading, and writing are taught; but most institutes hold the programs on a non-credit basis. An similar survey was then completed at Chulalongkorn University where the graduate student profile notes a majority of students had worked or were working at the time of the survey. Wongsothorn indicates that "both graduate students and

instructors felt that English was essential at work, moderately so for students and very much so for instructors" (p. 6). In addition, results reveal that the majority of students and instructors wanted graduate English to contain both a general English component geared towards personal or social purposes and an English for Academic Purposes component focusing on the students' future lines of work. She also reports that reading was rated as the most important skill and the purpose of reading practice should be to do job-related research, to report, to translate, and for analytical or critical writing.

Lombardo (1988) surveyed 200 students in the School of Economics in an Italian university to investigate students' (a) attitudes and interest in ESL; (b) personal, academic, and professional needs; (c) assessment of their language ability; and (d) most important language skills to develop and most useful classroom activities. A parallel questionnaire was also completed by 51 non-language-teaching staff who were actively involved in the business world and in the teaching profession. The purpose of the second questionnaire was to report their perception of (a) students' present and future uses of English, (b) their own academic and professional uses of English, and (c) need for English language skills improvement. The study was completed at the end of the academic year in 1984.

Lombardo reports that students (>50%) and professors (>35%) view technical terminology the greatest problem in reading assignments. In terms of the importance of English for future professional activities, students find that oral skills are the most likely to be important. 70% of the students rated understanding oral reports as the most important skill followed by participating in conferences and meeting (55.5%), presenting oral reports (54.5%), reading professional material (54%) and for socializing (51.5%). Professors give more importance to reading skills; they rate the most important skills as understanding oral reports (58.8%), reading

specialized books and journal articles (54.9%), reading textbooks (49%), and reading professional material (49%). The author emphasizes that although the professors worked professionally outside of the university, it would be typical for them to be heavily weighted towards academic kinds of reading. To break down the skills into the four basic skills, professors use reading the most (>70%), followed by listening (>50%), speaking (>40%) and finally, writing (40%).

In reference to motivation, students in Lombardo's study give use in their future jobs and interaction with non-native speakers as the main reasons for wanting to know English and interestingly, 96% of the students indicate that they would elect to take English courses even if they were not compulsory. In response to which of the four skills they feel are most important to acquire, 99.5% indicate listening and 93.8% speaking as the most important; only 43% choose reading and 33.5% writing. An identical pattern of responses was shown when asked which of the four skills they would most like to improve: speaking better 54%, understanding better 37%, reading better 5%, and writing better 4%. Not surprisingly, students rate activities that stress conversation and discussion as the single most helpful classroom learning activity

Linguistic Issues and Program Implications

Although Rodamar (1991:31) speaks from an American perspective, the implications are global. She notes that higher levels of language proficiencies are needed because of

> the emerging electronic 'world offices', the oral and aural and intercultural skills required in videoconferencing, phone calls and short term inspection tours or international conference participation mean that listening and speaking skills have become at least as important as the ability to deal with written language. Moreover, increasingly language is not being studied in the abstract but rather is language for specific applications....This need to put language to work poses major challenges for curricular reform and teacher training and assessment.

In terms of business English curriculums, Kennedy, Dudas, and Hewings (1993) from the University of Birmingham compiled a bibliography of research of English for Business. They note that "there does not seem to be a great deal of research available in English for Business Communication, and most of it appears to emanate from USA" (p. XXX, i). Their compilation reveals the concentration of research is in the area of written communication with a focus on the themes of effectiveness of communication, cross-cultural studies, and gender studies. Research topics are usually narrowly defined, for example, "Perceptions of college business communications instructors and business persons regarding effectiveness of selected paragraphs in business letters" (Kennedy et al., 1993:3).

St. John (1996:4-5) discusses the form and focus of business English internationally in the 1990s noting that "there has been a major shift from written to spoken communication" and in reference to a study for the professional needs of Secretarial Science and Commercial students in Malaysia she notes that "a recent needs analysis...showed that while all four skills (writing, reading, listening, and speaking) were necessary the need for spoken communication was dominant". She also notes that Business English "is rarely research led and the relatively little research there is is not always directed towards the actualities of teaching and courses".

Putzel (1992) reports on the use of a foreign language as part of the managerial context in nine manufacturing companies in the Burlington, Vermont area whose parent company is either French, German, or Japanese. He describes a French company president's hypothetical effective language program for a work setting as "Stage 1: Language development focused on achieving social grace and sensitivity with modest command of the language. Stage 2: Greater command of the language. Stage 3: Fluency through immersion"(p. 6).

Content based language instruction as defined by Crandall and Tucker (1990:3) is "an integrated approach to language instruction drawing topics, texts, and tasks from content or subject matter classes, but focusing on the cognitive, academic language skills required to participate effectively in content instruction". Content based language instruction is used widely in higher education institutions where courses such as English for specific purposes (ESP) and in adult programs which teach Vocational English.

Workplace literacy studies cover the needs and basic workplace skills for workers in general but often include English as a second language difficulties because of the high number of immigrants that take factory level work (Cole, 1994; Darville, 1991; Goldstein, 1994; McKeag, 1993; Nore, 1990) The information is quite different for the workplace literacy needs for immigrant workers where English is their second language and the workplace needs and usage of English as a foreign language in non-English speaking countries. "Current English as a Second Language (ESL) curriculum for immigrant workers in Britian, Canada and the United States is often centered around the need to learn English to carry out work tasks and assume greater responsibility at work. The use of English is associated with both economic survival and economic mobility" (Goldstein, 1994: 30-31).

Needs Analysis

Knowing more about the learner's motivation for learning English and more specifically the immediate and future needs will make teaching more effective. The more learners are consulted and involved in the decision making as to what they should be learning and are involved in determining what are the problem areas, the more active and motivated they become and the better they learn (Lombardo, 1988, p. 12). Couto and Towersey (1992:1) note "the need to know what learners need and want as well as what can be delivered to them and how it can be

best delivered is a key factor in the success or failure in learning". Along the same lines, Hutchinson and Waters (1987:53) state that "what distinguishes ESP from General English is not the *existence* of a need as such but rather an *awareness* of the need. If learners, sponsors and teachers know why the learners need English, the awareness will have an influence on what will be acceptable as reasonable content in the language course, and, on the positive side, what potential can be exploited". Garcia-Mayo (1995:502) further clarifies "as the purpose of an ESP course is to enable the learners to function appropriately in a target situation...any ESP course design should first identify what the target situation is and then carry out an analysis of the linguistic features that characterize that situation".

Motivation and attitude influence the extent to which students are involved in learning a foreign language. Lombardo (1988:14) states if "students are saying things intended to be understood and writing things intended to be read by someone who is interested in what they have to say, they will be involved in the new language and much more likely to make it a part of their repertoire" but this kind of teaching approach means investigating student interests, experiences, content of other courses, and career plans.

Holden (1995) developed a language-focused needs assessment to enable corporations to define their particular training needs and develop criteria to identify the individual and group`s language needs in the workplace. The questionnaire targets language needs, the listener/speaker relationship, and the frequency of communication in the first part; and then covers communicative strategies and learner perceptions in the second part; and finally, delineates the learner`s disposition towards teaching methodologies, tasks, and activities. A needs assessment not only defines the immediate needs but can also serve the function of evaluating the overall improvement of an existing program. Holden realizes the difficulty in reconciling both the

workplace needs and the individual needs but notes that "it is necessary to consider and balance all these factors and to attempt to minimize the number of 'dissatisfying factors' while increasing 'motivators'" (p.62). He concludes with a relevant point regarding learners and teaching in that

> it is of great importance that learners as well as their employers be consulted about their needs and desires if the course is to be relevant to them....by using a needs analysis to specify objectives we are not limiting ourselves or our students but considering the variables and constraints that must be taken into account in the decision making process. (p. 63)

The importance of the needs analysis stage is discussed by St. John (1996:6) whereby a profile of language skills and abilities could be established, needs prioritized, and purposes clarified. "Needs analysis is about understanding learners and also about understanding the communication events which the learners will participate in....we have established considerable consensus on the importance of spoken language for those using English in business settings". A core of business communication skills are outlined by St. John:

- Listening/ Speaking: telephoning, socializing, giving presentations, taking part in meetings, and negotiating.
- Reading/Writing: corresponding, report writing .

When a needs analysis fails to be included as an integral component of the teaching module difficulties arise between the teacher and the targeted audience. Khaldi (1995) comments on the results of an investigation of the inservice ESP training of a large Algerian oil company where the "students" expressed discontent in the English course because they saw the general objectives to be the teaching of general English where the feeling was

> that they were missing an aspect of the language they perceived as very important and relevant created a feeling of frustration which did have an effect on their motivation for continuing the course....they all recognised the fact that the main reason their respective

> companies had accepted their registration ...was that it would enable them to acquire language skills they could use immediately so that it would increase their efficiency in the position they held in the company. (p. 213)

Curriculum Change

Lynton and Elman (1987:109) state the importance of the university to provide an education that is involved in the "aggregation, synthesis, interpretation, and application of knowledge, and in outreach and extension. In short, faculty must come to be in active contact with the world outside academia....in order to respond to the new lifelong educational needs of employees and professionals". There should be a liaison between the needs of the professional community and the teaching to meet these needs. At the core of any successful educational reform is to recruit active participation by the people that are involved and

> to provide them with appropriate incentives and rewards, and to make it possible for then to acquire the knowledge and skills needed to perform new and expanded tasks. These are the most critical steps in extending the role and functions of universities. (p. 132)

Rothwell and Kazanas (1994:236) note that there are three general approaches to change in any organization: (a) *persuasion*--convince people to change because it will be of direct benefit, (b) *coercion*--people will change because they fear the consequences of not changing, and (c) *education*--you can teach people new ways to perform and instill new attitudes accepting change. Change must be effectively communicated (Varcoe, 1993, Section 6). Information must be shared to ease organizational change by increasing the flow of information through all channels and levels of power. According to Richardson and Denton (1996:203) in order for change to be effective there must be open communication that is consistent, persistent, and repetitive. In terms of the university setting, faculty need to be included in the interpretation and dissemination of knowledge as well as its generation (Lynton & Elman, 1987). Ornstein and Hunkins (1993:168-169) advocate the following to ensure significant and lasting impact on

curriculum change: (a) adaptive problem solving must be included to identify and solve day-by-day implementation problems, (b) change must begin at the school level, (c) the changes must be compatible and accessible to the social context of the potential users, (d) effective leadership principles are required, (e) the teachers must have the opportunity to select and evaluate the innovations, (f) support and communication of changes must involve a cooperation between the administration and the implementers, (g) staff development should be an interactive process, and (h) the involvement of the private sector can lead to significant improvements in the quality of education.

Ornstein and Hunkins (1993:161-163) defines 10 areas of knowledge for consideration for curriculum planners to deal with changes in society:

- Knowledge should comprise the basic tools.
- Knowledge should facilitate learning how to learn.
- Knowledge should be applicable to the real world.
- Knowledge should improve the learners' self-concept, awareness skills, and senses of personal integrity.
- Knowledge should consist of many forms and methods.
- Knowledge should prepare the individual for the world of technology.
- Knowledge should prepare individuals for the world of bureaucracy.
- Knowledge should permit the individual to retrieve old information.
- Knowledge should be a lifelong process.
- Knowledge should be taught in context with values.

Summary

In summary, the literature review revealed that the question of English language usage and needs in the workplace was a relevant and topical subject, not only in France, but also in other non-English speaking countries: Finland, Brazil, Spain, Thailand, Papua New Guinea, Hong Kong, and Germany. Authors focused on various aspects of language usage including which types of skills were used more often: reading/writing versus oral/speaking; the kind of language needed in professional situations: formal versus informal; how often English is being used; student perspectives on English language needs and purposes; and linguistic issues and program implications. The process and purpose of a needs analysis were also discussed as well as the conditions favorable for the implementation of curriculum change.

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